Assessment Day Activities

Task

During your activities at the school, you will assume several roles. You will be the NAEP Representative and need to be fully adept in session-conducting and record-keeping procedures. You will also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter describes the activities for which you will be responsible on assessment day, including conducting sessions. This chapter also offers practical suggestions for how to take effective charge of a classroom; how to manage problem situations, such as disruptive student behavior; and how to supervise and monitor the session.

Preparing for the School's Assessment

On the day of your assignment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the size of the assessment and the school's schedule. Before assessment day, you should confirm your arrival time with the AC and review the Assessment Information Form for the school.



Materials to Bring to the School

Before leaving home for the school on assessment day, you should gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

- Your NAEP ID Badge;
- The Assessment Information Form for the school; and
- This manual.



Report to the School on the Day of the Assessment

On the assessment day, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the size of the assessment and the school's schedule. Your AC will instruct you on when and where to meet on the assessment day.



Professional Behavior and **Dress**

Professional behavior and dress are required at any time you are working in a school. In her book, *Successful Subbing*, Carol Fuery discusses the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance (Fuery, 23). Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

Fuery suggests the following proper classroom attire:

For women:

- a suit;
- a tailored dress with a blazer; or
- a blazer and a skirt.

For men:

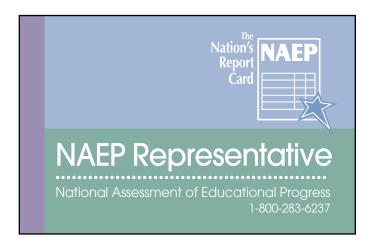
- a suit and tie; or
- dress trousers with a sports jacket and tie.

The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better (Fuery, 25). Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff members tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

Be sure to wear your NAEP Identification Badge.

When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should have on your NAEP ID Badge when you arrive at the school to help establish your authority with both school staff and students.



Task 3

Complete Initial Activities at the School

Receive Session Materials

After checking in at the school office, you will need to locate your AC to obtain all necessary materials for the session(s) you are scheduled to conduct. These materials include the following:

- The original Administration Schedule;
- A copy of the Roster of Questionnaires (grade 4 and 8 sessions);
- The box of assessment materials;
- 10 blue calculators for each grade 4 session;
- 10 gray calculators for each grade 8 and grade 12 session;
- Timer;
- 35 sharpened No. 2 pencils;
- Extra ancillary materials;
- Mathematics poster (for all sessions);
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary; and
- A Session Debriefing Form.

If multiple sessions are being conducted concurrently at the school, you will receive copies of Administration Schedules for the other sessions as well. This is so that you can help students find the correct session to attend.

Before sessions begin, you should also ascertain the following information from your AC:

- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedures in dismissing students); and
- How to call the principal's office from the assessment classroom in the event of an emergency.

Account for Assessment Materials

It is your responsibility to account for all assessment materials you receive, particularly the assessment booklets. You must be sure that you receive a sufficient number of the appropriate assessment materials needed for your assignment and that you can account for all of these materials (used and unused) when the assignment is completed. This means that you must work carefully and keep accurate records of materials used as you work through your assignment. Never leave completed or unused assessment booklets or other NAEP materials at the school. Be sure to return all materials to the AC at the end of a session. If any used or unused NAEP assessment booklets are lost, misplaced, taken by students (inadvertently or otherwise), or cannot be accounted for, the confidentiality and validity of NAEP may be seriously jeopardized.

Task

As an AA, you sign an oath of office and pledge of confidentiality committing yourself to keeping the used and unused assessment materials secure before, during, and after the assessment. The violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

Task Confidentiality of NAEP Materials

NAEP guarantees the confidentiality of all participants. However, "security is not secrecy." NAEP can, and will, share the background questions and other **nonsecure** items with schools, staff, and interested parties. Your AC will be instructed on these procedures.

You should refer school staff and other individuals with questions to your AC and also to the public NAEP web site located at http://nces.ed.gov/nationsreportcard. The NAEP web site houses all NAEP information from the past to the present. Schools can go to the site to see assessment questions and data gathered from students, teachers, and schools that participated in NAEP in the past. There are also profiles on each state and links to past NAEP reports.

In order to protect the confidentiality of NAEP participants and items, AAs must strictly observe the following rules at all times:

- Never, under any circumstances allow anyone to examine NAEP booklets, whether they are completed or unused. If school staff members ask to see the assessment booklets or have questions concerning their content, they are to be referred to your AC.
- ACs will provide school principals with NAEP
 Demonstration Booklets for inspection by anyone interested in the study. The Demonstration
 Booklets contain the NAEP 2003 background
 questionnaires with explanations and rationales for the questions. The booklets are also
 posted on the NAEP web site at
 http://nces.gov/nationsreportcard.
- Never leave any assessment booklets or other NAEP materials unattended. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car.
- Only students whose names appear on the Administration Schedules may participate in the assessment (except if the school requires a nonsampled student to participate). Do not permit other students to see the assessment booklets.
- The names of the students who participate in the assessment must not be on or in assessment booklets when the booklets leave the school.

Prepare the Booklets

Preparing the assessment materials for distribution is a multistep process. It involves the following:

- Making sure you have the correct booklets for your session;
- Affixing the preprinted removable student ID labels to the assessment booklets;
- Setting aside any booklets assigned to ineligible, withdrawn, parental refusals, or excluded students; and
- Placing the required additional materials inside the front cover of the assessment booklets.

A

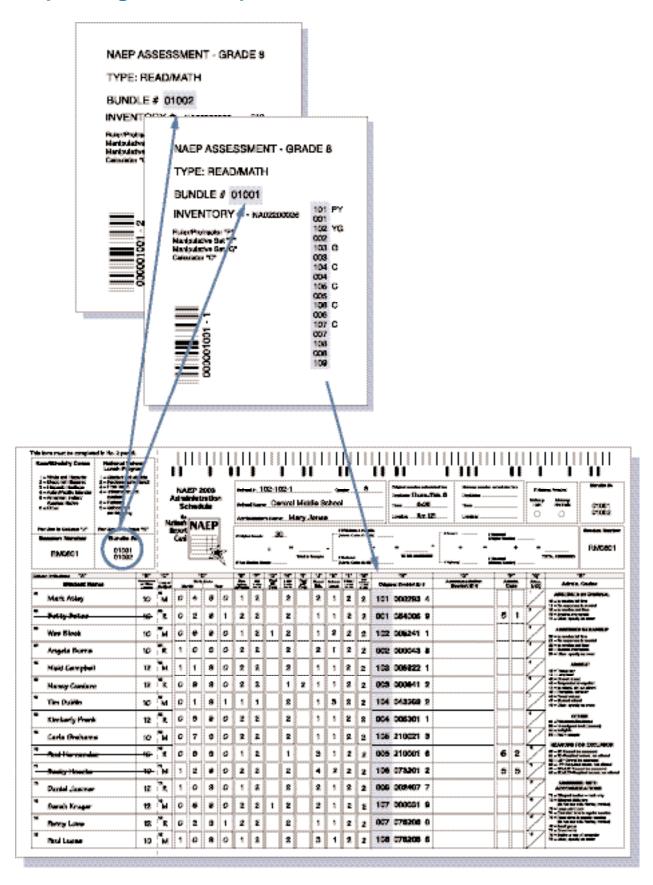
Open the Bundles of Booklets

In order to protect the security of the booklets, as a general rule bundles of booklets are not to be opened until you are at the school on assessment day. To allow adequate time to prepare the booklets, you should open the bundles and proceed with booklet preparation approximately 1 hour before the session is scheduled to begin.

In some instances, in schools where more than one session is taking place on a given day, the AC may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases, your AC may schedule to meet with you the day before the scheduled assessment day to prepare the booklets with the ancillary materials. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with your AC until you both meet on the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 14 booklets for grade 4 and bundles of 16 for grades 8 and 12. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted in column N on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule. An example of an Administration Schedule with corresponding Bundle Slips appears on the following page. Be sure to open the bundles in the order indicated on the Administration Schedule, and never use booklets for any session other than those booklets specified on the Administration Schedule.

Example of an Administration Schedule with Corresponding Bundle Slips



Booklet Codes

Note that each booklet has a code in the upperright corner (see examples below and on the following pages). This code is made up of the following three components:

- A letter identifying the subject. All reading booklets begin with the letter R, and all mathematics booklets begin with the letter M.
- The subject letter is followed by a one-, two-, or three-digit booklet version number.
- The booklet version number is followed by a letter or letters identifying any ancillaries or additional materials the booklet requires. Some of the additional materials will be individually

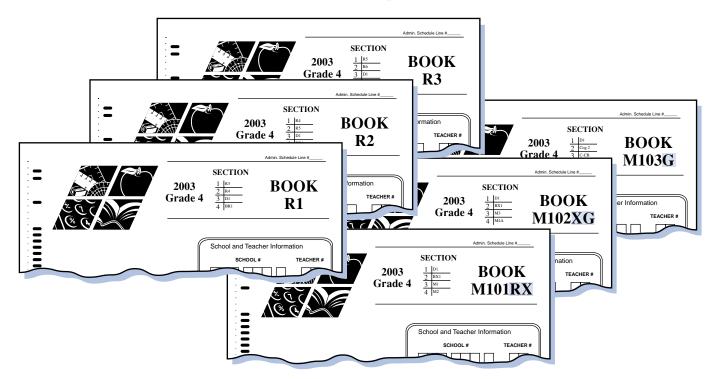
prepackaged in clear plastic bags. A label on the bag will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.

NOTE: There are no additional materials for reading booklets.

You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

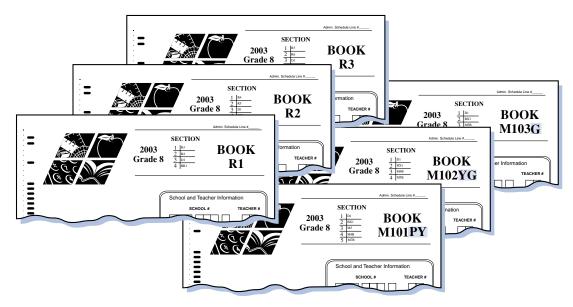
To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

Grade 4 Booklet Covers and Ancillary Materials

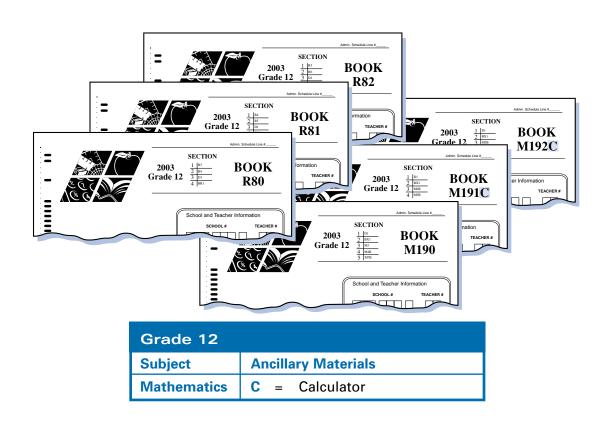


Grade 4	
Subject	Ancillary Materials
Mathematics	C = Calculator G = Set "G" (aqua) R = Ruler X = Set "X" (blue)

Grades 8 and 12 Booklet Covers and Ancillary Materials



Grade 8					
Subject	Ancillary Materials				
Mathematics	<pre>C = Calculator G = Set "G" (blue - single sheet) P = Ruler/Protractor Y = Set "Y" (tan)</pre>				



Prepare the Assessment Booklets

Materials Needed

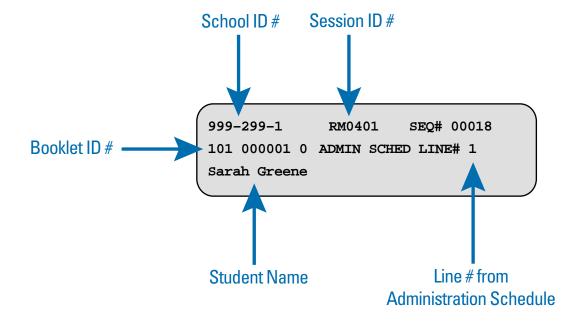
- Administration Schedule;
- Preprinted removable student ID labels;
- Assessment booklets:
- Accommodation booklets, if necessary; and
- Ancillary booklet materials.

Student ID Labels

Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students. An example of the information contained on a student ID label is shown below.

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in the same order as the list of students on the Administration Schedule. For schools whose students were sampled by December 10, 2002, the labels will be shipped in the session boxes to the AC with the student names preprinted on them. For most of the remaining schools, the NAEP supervisor will print the labels and give them to the AC. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand on the day of the assessment.



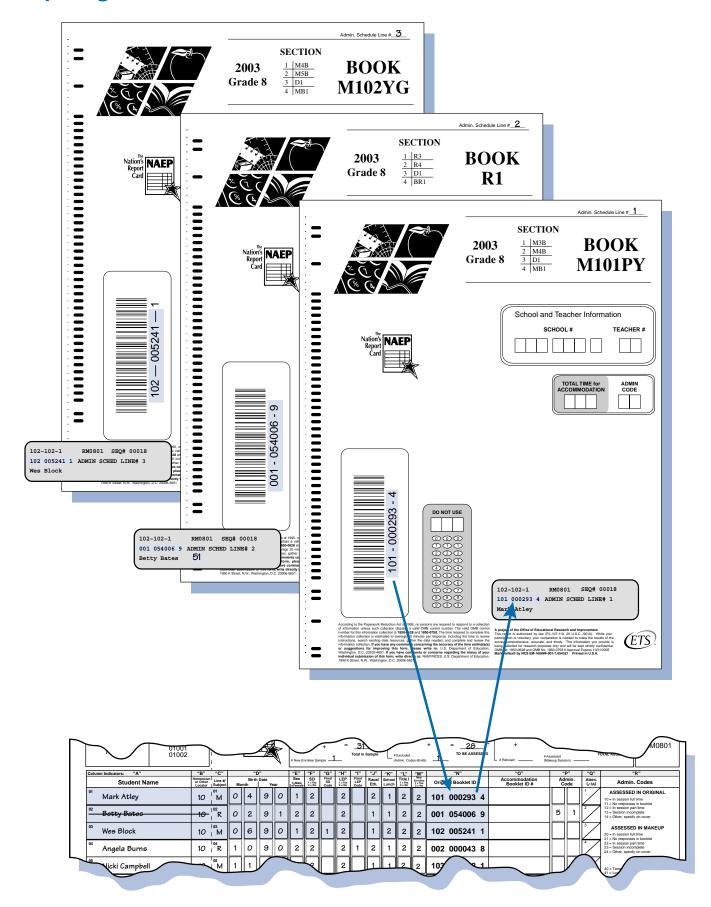
Steps for Preparing Booklets

- 1. Begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check the booklet ID number. Attach the label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. An example of this process is shown on the next page. If you find that you need to fix a label or create a new one, the AC will have blank removable labels to use for this purpose. Never put permanent gummed labels on the booklets.
- 2. If the AC has assigned an accommodation booklet to a student in column O of the Administration Schedule, remove the original booklet assigned to that student from the stack of booklets, record an Administration Code of 52 on the cover, and set it aside. Then affix the student's ID label to the accommodation booklet, and substitute the accommodation booklet for the original in the stack of booklets. If you are conducting a small group or one-on-one accommodation session at a later time, set the booklets for those students aside.
- 3. After you affix the label, check the Administration Code on the Administration Schedule. If, in the columns labeled Admin. Code a code of 60-65 (codes for Excluded Students), 51 (Withdrawn/Graduated), 55 (Ineligible), or 46-47 (Parent or Student Refusal) has been recorded, write the code on the label and set these booklets aside (keeping the label attached to the booklet).
- 4. The upper-right corner of each booklet cover has space for you to record the student's line number from the Administration Schedule.

- Recording the line number will expedite putting the booklets in order after the session, but you are not required to enter it.
- 5. Repeat this procedure for each student whose name is listed on the Administration Schedule. As they are prepared, all booklets for students to be assessed should be stacked face down to keep them in Administration Schedule order.
- 6. After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the stack of booklets for the session.
- 7. Then, turn over the stack of booklets to be used in the session. Next, place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials listed in the charts on pages 4.6-4.7 should be placed inside the front cover except the calculators, which are handed out separately.
- 8. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
- **9.** Repeat steps 7 and 8 for any separate accommodation sessions.

NOTE: During the booklet preparation, you will not fill in any information in the box labeled School and Teacher Information on the cover of the booklets. This information will be completed during or after the assessment as described on page 4.15.

Preparing Assessment Booklets for Distribution



Task 7

Prepare the Room

When you arrive at the room you will be using for the assessment,

you should check to make sure there are enough desks for the number of students in the session; if not, notify the AC or the school coordinator. It is important that the desks be arranged so that all students can readily see you, and similarly, so that you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows and doorways, and if you can help it, never seat students facing each other.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a math session). Post the **Testing in Progress – Do Not Disturb** sign outside the room.

Then set out the supplies you will need for the session:

- The AA manual, turned to the session script;
- Prepared assessment booklets (with appropriate ancillary or additional materials inserted);
- 10 calculators (blue calculators for grade 4 or gray calculators for grades 8 and 12);
- Mathematics poster (for all sessions);
- Administration Schedule for the session;
- Copy of the Roster of Questionnaires (grade 4 and 8 sessions);
- 35 sharpened No. 2 pencils;
- Timer;
- Student Appreciation Certificates (grade 4 sessions only);
- Copies of other Administration Schedules (if there is more than one session in the school); and
- Session Debriefing Form.

Included with your supplies will be a poster to be used to assist those students who receive a mathematics booklet. This poster gives an example of an extended response question and how it should be answered. It should be hung up in the front of the room for fourth-, eighth-, and twelfth-grade sessions. This poster must be hung before the students have assembled.

Also, for both fourth- and eighth-grade sessions, you will need to write two items on the chalkboard at the front of the room. If you are conducting a session in a room without a board, you should make arrangements to have a portable board or easel in place. These items are as follows:

- Teacher names; and
- Corresponding two-digit teacher number.

This information can be found on the Roster of Questionnaires, as shown on the following page. At the beginning of the assessment, the script will instruct fourth- and eighth-grade students to record on their booklet covers the two-digit number of their teacher. Because there are no Teacher Questionnaires distributed for any grade 12 assessments, these students will not be asked to record teacher numbers on their booklet covers.

For all grade 8 and 12 sessions, you will also need to write the school ID number on the board. The script will instruct grades 8 and 12 students to record the school ID on their booklet covers. (You will record the school ID on all grade 4 booklets after the session has been completed.)

Roster of Questionnaires - Side 2

Teacher's Name		er #	Teacher Questionnaire ID #										Return	ed	Instructions for Distributing
	Teacher's Name	Teacher #	1	eac	ner Q	uest	ionn	aire	· ID i	Ŧ	Yes		No	Completed Electronically	Questionnaires
01	Mrs. Brown	01	09	7	- 0	0	0	9	9	2	- 7	0	0	0	Instructions for Distributing Eighth-Grade Teacher Questionnaires
02	Mr. Fisher	02	09	7	- 0	0	1	2	5	3	- 1	0	0	0	Ask all eighth-grade teachers who teach English to fill out a Reading
03	Ms. Marshall	03	09	8	- 0	1	4	3	9	8	- 7	0	0	0	Teacher Questionnaire. Ask all eighth-grade teachers who teach Mathematics to fill out a Mathematics Teacher Questionnaire.
04	Mr. Herbert	04	09	8	- 0	2	1	4	6	7	- 3	0	0	0	Follow the procedures below for each questionnaire you distribute.
05		05	09		-						-	0	0	0	On this <u>roster:</u> 1. Create a list of <i>all</i> eighth-grade English or Mathematics
06		06	09		-						- <u> </u>	0	0	0	teachers under Teacher's Name. 2. In the column labeled Teacher Questionnaire ID, record the unique
07		07	09		- 🗌						-	0	0	0	eight-digit ID number from the questionnaire you give to each teacher named in the first column. (The 09 prefix has been preprinted.)
08		08	09		-						- 🗌	0	0	0	As the questionnaires are returned, grid in the oval in the
09		09	09		-						-	0	0	0	Returned column.
10		10	09		-						-	0	0	0	On the front cover of each questionnaire: 1. Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. 2. Record the two-digit teacher number located in the column to the right of the teacher s name on this roster (e.g., 01, 02, 03). It is critical that this number is recorded accurately.
11		11	09		- 🗌						-	0	0	0	
12		12	09		-						-	0	0	0	
13		13	09		- <u> </u>				L		ŀL	0	0	0	
14		14	09								-	0	0	0	
15		15	09								ŀL	0	0	0	
16		16	09		-				L			0	0	0	NCS* IM-165138-001-654321 Printed in U.S.A Gr. 8 Roster
17		17	09		-						-	0	0	0	
This f	for test be completed in No. 2 pencil.														

Task Administer the Session

Setting the Tone

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will depend largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Organization and preparedness are the keys to effective classroom management. Task 9 in this chapter discusses classroom management in detail.

Your ability to impart an air of "with-it-ness," as one researcher calls it (Cangelosi, 21), is critical. You must be aware of everything that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating or seating near you students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and your facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you have caught his/her eye conveys an interest in that student as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. You can use this opportunity to seat students where you want them, separating groups that have the potential to cause disruptions if necessary.

NOTE: In schools that opted to assess intact grade 4 classrooms, rather than sampling students for the assessment, you will likely be walking into a classroom of students already assembled. In these cases, you may not have had an opportunity to prepare the room ahead of time, so organization is the key to maintaining control over the students as you prepare for the assessment. If possible, enlist the help of the students' teacher to keep the students occupied while you set out your materials and prepare the room. During this time, the

teacher could introduce you and encourage the students to do their best on the assessment.

It is always best to encourage the students' teacher to remain in the room throughout the assessment. This will help to alleviate student and teacher anxiety. The presence of the teacher is also an effective way of maintaining classroom control. You should never tell school staff members that they cannot be present during the assessment.

В

Using the Script to Conduct the Session

After all students have been seated, you must conduct the assessment by following the appropriate session script for the grade level. Each grade has a different script. There are differences from script to script in wording, in procedures, and in the materials required.

The scripts for all three grades are found in the back of this manual. You should become thoroughly familiar with each session script and be able to read each script fluently. The script should be read word for word (with expression) to make sure that all sessions for any given grade are administered the same throughout the country. Failure to do so could jeopardize the assessment.

The sections of the script common to all grades are discussed below.

Introduction

All scripts begin by introducing you and NAEP and by giving a quick overview of the session.

Materials Distribution and Taking Attendance

After you read the introduction, the script instructs you to distribute the booklets and other materials. There are two ways to distribute these materials. The first way is to call the students in Administration Schedule order to come to the front of the room one-by-one. Hand each student his/her preassigned booklet, any additional required materials, and a pencil. The other way to distribute materials is to place a preassigned booklet, additional materials, and a pencil at each student's desk. This procedure is described in the scripts and works well for larger sessions.

As you distribute the materials, you will need to record the attendance status of each student by entering a \(\nslaip \) for present or an \(A \) for absent above the diagonal line in the \(Attend. \(\nslaip /A \)) column on the Administration Schedule. In addition, if a student is absent, you should record an \(A \) on the student ID label affixed to the booklet cover and place the booklet to the side to avoid giving an assigned booklet to the wrong student. (At the conclusion of the assessment, you will enter the appropriate Administration Code for each student in the column labeled \(Admin. \) Code on the Administration Schedule and on the student's booklet cover.)

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use this opportunity to your advantage by being well organized and well prepared and by working quickly and efficiently to exercise your authority and control of the classroom. Do not waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Remember that several sessions may be conducted at any one time in any one school. It is very important that you check to make sure that each student who has arrived at the session belongs there. If a student comes to a session but is not listed on the Administration Schedule, either the student has come to the wrong session or he/she is not in the sample. In schools with multiple sessions conducted concurrently, the AC should give each AA copies of the Administration Schedules for all sessions. If the student is not listed on the Administration Schedule for your session, you should check the Administration Schedules for all other sessions to determine where to send the student. If the student's name does not appear on any of the Administration Schedules, he/she has not been selected for the assessment and should be instructed to return to class.

After all students have received a booklet, the script instructs you to tell the students to remove the student ID label from the cover of their booklet and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to ascertain the student's name simply by glancing at the label on the desk.

How to Handle Latecomers

- Ask students who arrive during booklet distribution to wait at the front of the room while you finish distributing the booklets.
 Then, check in the students; give each his/her assigned booklet, pencil, and any other required assessment materials; and direct the student where to be seated.
- If four or more students listed on the Administration Schedule are not present after you have checked in all students who have arrived, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment if it is determined that missing students are in fact absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.
- No student may be admitted to any session once the students have begun reading the booklet directions. Students who arrive after this point should be counted as absent and instructed to return to their classrooms.

Additional Materials

After the students have removed the student ID labels from the booklet, you will instruct them to remove any additional material from the front cover of their booklet, and place the materials on the corner of their desks. You will also hold up sets "G" and "X" in fourth-grade sessions and sets "G" and "Y" in eighth-grade sessions. Next, you will provide brief instructions on using the calculators and refer the students to the math poster. The session scripts will guide you through the additional material instructions and how to use the mathematics poster.

Code the Booklet Cover

The script instructs grade 4 and grade 8 students to write on the booklet covers the two-digit teacher number for the teacher of the subject in which they are being assessed (as described in

Task 7). You will have already written this number on the board at the front of the classroom. You should walk around the room to ensure the students are recording their teacher numbers in the correct area of their booklet covers

The script also instructs grade 8 and 12 students to record the NAEP School ID number on their booklet covers. This number will also be on the board in front of the classroom for students. You will record the school ID number on all grade 4 booklets after the session has been completed.

Booklet Directions

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in your script. The script instructs you to read these aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

Timing Background and Cognitive Sections

After the booklet directions, each assessment booklet contains several blocks of background questions and cognitive questions for students to answer. Each booklet will contain two 25-minute cognitive blocks. The cognitive blocks are sometimes referred to as subject area sections. You may **not** answer any questions students may have during the cognitive sections except for questions about where or how to record answers or how to use their calculator. The content of the cognitive sections varies by subject and booklet version, while the background questions remain the same across all booklet versions within a subject and grade.

The cognitive blocks are followed by the background questions. There are two types of background questions: general background questions and subject area background questions. During the general background section, you may answer students' questions; however, you may do so only by referring to the Question-by-Question Specifications that are included in the session scripts. There is a different set of Question-by-Question Specifications for each grade, and you should become thoroughly familiar with each set prior to your first assessment session.

Background and cognitive sections are timed while students work independently. The session script provides instructions for the timing of each section. As a reference, the specific timing of each section by grade level is summarized in the charts on the following pages. You will tell the students when to stop work on a section and when to begin the next section. In the assessment booklets, a stop sign is printed at the end of each section to alert students that they are at the end of the section. If they finish a section early, students may review their work in that section only.

Students may NOT go back to previous sections or work ahead in the booklet.

You will use the timer provided by NAEP to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Be sure to practice using the timer before arriving at your first assessment.

In total, each assessment session will require about 90 minutes. This includes handing out materials and checking attendance, administering the session, collecting materials, and dismissing the students. The timing of the actual assessment, including background questions, requires around 60 minutes, regardless of the grade level.

In grade 4 sessions, the general background section is not timed because you must read aloud to the students all of the questions and answer choices in the section. The scripts contain all of the questions and answer choices you are to read aloud.

During the last booklet section of the session, the script instructs you to walk through the room and remove the student ID labels from every student's desk. After the labels are collected, tear them up and throw them away. Remember: names of NAEP participants must never leave the school on the booklets or any other NAEP documents.

¹ There is one exception. One grade 8 booklet contains one 50-minute cognitive block instead of two 25-minute blocks.

Ending the Session

At the end of the session, the script instructs you to collect all materials (except pencils), to distribute Student Appreciation Certificates at grade 4, and to dismiss students according to the school's preference. Students may keep the pencils as a thankyou gift for participating in NAEP. You will instruct the students to visit the web site printed on the pencil for more information about NAEP. If time allows, you should call the students by name in Administration Schedule order to bring their booklets and assessment materials to you so that you can easily account for all booklets and materials.

In large sessions or if time is not sufficient for students to individually return their booklets to you, you should instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and then pass their booklets to the end of their row for collection.

When you have accounted for all booklets and materials, you should thank the students and release them according to the school's preference. To maintain the security of the booklets, it is critically important that you account for all assessment booklets and ancillary materials before allowing any students to leave the session.

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom. This may be a difficult task as students will most likely be anxious to leave once the assessment is over.

Timing of Booklet Sections by Grade

Grade 4 - Reading and Mathematics Booklet Sections							
Section 1	Reading or Mathematics Cognitive Items	25 minutes					
Section 2	Reading or Mathematics Cognitive Items	25 minutes					
Section 3	General Student Background Questions	Read aloud by AA					
Section 4	Reading or Mathematics Background Questions	10 minutes					

Grade 8 - Reading and Mathematics Booklet Sections								
Section 1	Reading or Mathematics Cognitive Items	25 minutes						
Section 2	Reading or Mathematics Cognitive Items	25 minutes						
Section 3	General Student Background Questions	5 minutes						
Section 4	Reading or Mathematics Background Questions	8 minutes						

Grade 12 - Reading and Mathematics Booklet Sections							
Section 1	Reading or Mathematics Cognitive Items	25 minutes					
Section 2	Reading or Mathematics Cognitive Items	25 minutes					
Section 3	General Student Background Questions	5 minutes					
Section 4	Reading or Mathematics Background Questions	8 minutes					

Using Calculators

The calculator instructions will be printed on the back cover of the booklets, and the script instructs you simply to tell the students to refer to the instructions if they need to do so. You will not read the instructions to the students. Your script will guide you through using the mathematics poster supplied with your session materials.

Some students being assessed in math will need to use a calculator. If a mathematics booklet requires a calculator, a large **C** will appear on the booklet cover in the upper right-hand corner next to the booklet version number. Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator, and only a fourth of the students will need a calculator at any one time. At the beginning of each section of a booklet that requires a calculator, there will be the statement: You will need a calculator for this **section**. In addition to the instructions and the **C** on the booklet cover, a **C** appears on the outside corner of each page of a section if a calculator is required (as shown below). The purpose of the \boldsymbol{c} is to allow you to walk around the room and glance at the student's booklet to know whether the student should, or should not, be using a calculator.

Because it is very important that students have a calculator only when working in a section that requires it, calculators must be distributed to and collected from individual students at the beginning of each mathematics cognitive section. Your script will instruct you when to collect and distribute the calculators throughout the session.

Your AC will provide you with 10 blue calculators for fourth-grade students and 10 grey calculators for eighth- and twelfth-grade students. At twelfth grade only, students may use their own calculators. However, twelfth-grade students are not permitted to use a laptop or other portable computer, pocket organizer, device with a typewriter-style (QWERTY) keyboard (e.g., HP-95, TI-92, etc.), electronic writing pad, or pen-input device (Newton, Palm, etc.). Students at grade 12 who do not bring a calculator should be furnished with one of the grey calculators provided by NAEP.

SECTION 2

C Section 2

YOU WILL NEED A CALCULATOR FOR THIS SECTION.

REMEMBER: You will have to decide whether to use the calculator. For some questions using the calculator is helpful, maybe even necessary, but for other questions the calculator may not be helpful. After each question you will be asked if you used the calculator.